

H₂ Educate

Teacher Guide

Information and hands-on activities to teach students about hydrogen as a fuel.



National Energy Education Development Project



Grade Level:

- Intermediate
- Secondary



Subject Areas:

- Science
- Social Studies
- Math
- Language Arts
- Performing Arts
- Technology



Teacher Advisory Board

Shelly Baumann
Rockford, MI

Constance Beatty
Kankakee, IL

Sara Brownell
Canyon Country, CA

Loree Burroughs
Merced, CA

Amy Constant
Raleigh, NC

Joanne Coons
Clifton Park, NY

Nina Corley
Galveston, TX

Regina Donour
Whitesburg, KY

Linda Fonner
New Martinsville, WV

Viola Henry
Thaxton, VA

Robert Hodash
Bakersfield, CA

Greg Holman
Paradise, CA

DaNel Huggins
Kuna, ID

Linda Hutton
Kitty Hawk, NC

Michelle Lamb
Buffalo Grove, IL

Barbara Lazar
Albuquerque, NM

Robert Lazar
Albuquerque, NM

Leslie Lively
Porters Falls, WV

Mollie Mukhamedov
Port St. Lucie, FL

Don Pruett
Sumner, WA

Josh Rubin
Palo Alto, CA

Joanne Spaziano
Cranston, RI

Gina Spencer
Virginia Beach, VA

Tom Spencer
Chesapeake, VA

Patricia Underwood
Anchorage, AK

Jim Wilkie
Long Beach, CA

Carolyn Wuest
Pensacola, FL

Wayne Yonkelowitz
Fayetteville, WV

NEED Mission Statement

The mission of The NEED Project is to promote an energy conscious and educated society by creating effective networks of students, educators, business, government and community leaders to design and deliver objective, multi-sided energy education programs.

Teacher Advisory Board Statement

In support of NEED, the national Teacher Advisory Board (TAB) is dedicated to developing and promoting standards-based energy curriculum and training.

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Energy Data Used in NEED Materials

NEED believes in providing the most recently reported energy data available to our teachers and students. Most statistics and data are derived from the U.S. Energy Information Administration's Annual Energy Review that is published in June of each year. Working in partnership with EIA, NEED includes easy to understand data in our curriculum materials. To do further research, visit the EIA website at www.eia.doe.gov. EIA's Energy Kids site has great lessons and activities for students at www.eia.doe.gov/kids.



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H₂ Educate Teacher Guide

H₂ Educate was developed by NEED's Teacher Advisory Board Hydrogen Committee with funding from the U.S. Department of Energy Hydrogen Program.

Materials in Kit (\$500)

- 8 Electrolysis Apparatus
- 16 9-volt Batteries, 4 AA Batteries
- 1 Container Sodium Sulfate (anhydrous)
- 10 Sets of Alligator Connectors
- 25 Splints
- 100 Straws
- 2 Packages of Clay
- 10 Flashing Bulbs
- 1 Funnel
- 1 100 mL Beaker
- 8 600 mL Beakers
- 100 Feet of Fringe
- 2 Flashlights with Batteries
- 2 Fuel Cell Car Kits
- 2 Extra Test Tubes
- 5 Teacher and 30 Student Guides

Materials Not in Kit

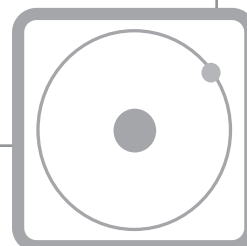
- 2 Gallons of Distilled Water
- 8 Packs of Safety Matches
- 1 Roll of Colored Tape
- 8 Pairs of Scissors
- Lab Safety Equipment (Glasses and Gloves)
- 3-5 Poster Boards for Presentation Groups
- 40 Pieces of String for Hang Tags (24")

Set of Consumables (\$75)

- 16 9-volt Batteries and 4 AA Batteries
- 2 Packages Clay
- 1 Container Sodium Sulfate
- 25 Splints
- 100 Straws
- 100 Feet of Fringe
- 5 Teacher and 30 Student Guides

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Correlations to National Science Education Standards: Grades 5-8

This book has been correlated to National Science Education Content Standards.
For correlations to individual state standards, visit www.NEED.org.

Content Standard A | *SCIENCE AS INQUIRY*

■ Abilities Necessary to do Scientific Inquiry

- Identify questions that can be answered through scientific investigations.
- Design and conduct a scientific investigation.
- Use appropriate tools and techniques to gather, analyze, and interpret data.
- Develop descriptions, explanations, predictions, and models using evidence.
- Think critically and logically to make the relationships between evidence and explanations.
- Recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures and explanations.
- Use mathematics in all aspects of scientific inquiry.

■ Understandings about Scientific Inquiry

- Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models.
- Current knowledge and understanding guide scientific investigations.
- Scientific explanations emphasize evidence, have logical arguments, and use scientific principles, models, and theories.

Content Standard B | *PHYSICAL SCIENCE*

■ Properties and Changes of Properties in Matter

- A substance has characteristic properties, such as density, boiling point, and solubility, all of which are independent of the amount of the substance.
- Substances react chemically in characteristic ways with other substances to form new substances (compounds) with different characteristic properties. In chemical reactions, the total mass is conserved.
- There are more than 100 known elements that combine in many ways to produce compounds, which account for the living and nonliving substances in the world.
- These chemical elements do not break down during normal laboratory reactions involving heat, exposure to electric current, or reaction with acids.

■ Transfer of Energy

- Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical.
- Energy is transferred in many ways.
- Electrical circuits provide a means of transferring electrical energy.
- In most chemical and nuclear reactions, energy is transferred into or out of a system. Heat, light, mechanical motion, or electricity might all be involved in such transfers.
- The sun is the major source of energy for changes on the Earth's surface. The sun loses energy by emitting light. A tiny fraction of that light reaches Earth, transferring energy from the sun to the Earth. The sun's energy arrives as light with a range of wavelengths.



Correlations to National Science Education Standards: Grades 5-8

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Content Standard E | *SCIENCE AND TECHNOLOGY*

▪ Understandings about Science and Technology

- Scientific inquiry and technological design have similarities and differences. Scientists propose explanations about the natural world, and engineers propose solutions relating to human problems, needs, and aspirations.
- Technological solutions are temporary and have side effects. Technologies cost, carry risks, and have benefits.
- Perfectly designed solutions do not exist. All technological solutions have trade-offs, such as safety, cost, efficiency, and appearance. Risk is part of living in a highly technological world. Reducing risk often results in new technology.
- Technological designs have constraints. Some constraints are unavoidable, such as properties of materials, or effects of weather and friction. Other constraints limit choices in design, such as environmental protection, human safety, and aesthetics.

Content Standard F | *SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES*

▪ Personal Health

- Natural environments may contain substances that are harmful to human beings. Maintaining environmental health involves establishing or monitoring quality standards related to use of soil, water, and air.

▪ Natural Hazards

- Human activities can induce hazards through resource acquisition, urban growth, land-use decisions, and waste disposal.
- Hazards can present personal and societal challenges because misidentifying the change or incorrectly estimating the rate and scale of change may result in either too little attention and significant human costs or too much cost for unneeded preventive measures.

▪ Risks and Benefits

- Students should understand the risks associated with natural hazards, chemical hazards, biological hazards, social hazards, and personal hazards.
- Students can use a systematic approach to thinking critically about risks and benefits.
- Important personal and social decisions are made based on perceptions of benefits and risks.

▪ Science and Technology in Society

- Science influences society through its knowledge and world view. The effect of science on society is neither entirely beneficial nor entirely detrimental.
- Societal challenges often inspire questions for scientific research, and societal priorities often influence research priorities.
- Technology influences society through its products and processes. Technological changes are often accompanied by social, political, and economic changes that can be beneficial or detrimental to individuals and to society. Social needs, attitudes, and values influence the direction of technological development.
- Science and technology have contributed enormously to economic growth and productivity among societies and groups within societies.
- Science cannot answer all questions and technology cannot solve all human problems or meet all human needs. Students should appreciate what science and technology can reasonably contribute to society and what they cannot do. For example, new technologies often will decrease some risks and increase others.



Correlations to National Science Education Standards: Grades 9-12

This book has been correlated to National Science Education Content Standards.
For correlations to individual state standards, visit www.NEED.org.

Content Standard A | *SCIENCE AS INQUIRY*

■ Abilities Necessary to do Scientific Inquiry

- Identify questions and concepts that guide scientific investigation.
- Design and conduct scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Formulate and revise scientific explanations and models using logic and evidence.
- Recognize and analyze alternative explanations and models.
- Communicate and defend a scientific argument.

Content Standard B | *PHYSICAL SCIENCE*

■ Structure of Atoms

- Matter is made of minute particles called atoms, which are composed of even smaller components. These components have measurable properties, such as mass and electrical charge.
- Each atom has a positively charged nucleus surrounded by negatively charged electrons. The electric force between the nucleus and electrons holds the atom together.
- The atom's nucleus is composed of protons and neutrons, which are much more massive than electrons. When an element has atoms that differ in the number of neutrons, these atoms are called isotopes of the element.
- The nuclear forces that hold the nucleus of an atom together, at nuclear distances, are usually stronger than the electric forces that would make it fly apart.

■ Structure and Properties of Matter

- Atoms interact with one another by transferring or sharing electrons that are furthest from the nucleus. These outer electrons govern the chemical properties of the element.
- An element is composed of a single type of atom.
- A compound is formed when two or more kinds of atoms bind together chemically.
- Solids, liquids, and gases differ in the distances and angles between molecules or atoms and, therefore, the energy that binds them together. In solids, the structure is nearly rigid; in liquids, molecules or atoms move around each other but do not move apart; in gases, molecules or atoms move almost independently of each other and are mostly far apart.

■ Chemical Reactions

- Chemical reactions occur all around us.
- Chemical reactions may release or consume energy. Some reactions, such as the burning of fossil fuels, release large amounts of energy by losing heat and by emitting light.
- Light can initiate many chemical reactions such as photosynthesis and the evolution of urban smog.
- A large number of important reactions involve the transfer of electrons or hydrogen ions. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds. Radical reactions control many processes such as the presence of ozone and greenhouse gases in the atmosphere, burning and processing of fossil fuels, the formation of polymers, and explosions.
- Catalysts accelerate chemical reactions.

■ Motions and Forces

- Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces, and moving magnets produce electric forces.



Correlations to National Science Education Standards: Grades 9-12

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For correlations to individual state standards, visit www.NEED.org.

■ Interactions of Energy and Matter

- Each kind of atom or molecule can gain or lose energy only in particular discrete amounts and, thus, can absorb and emit light only at wavelengths corresponding to these amounts.
- In some materials, such as metal, electrons flow easily, whereas in insulating materials such as glass, they can hardly flow at all.

Content Standard E | *SCIENCE AND TECHNOLOGY*

■ Understandings about Science and Technology

- Science often advances with the introduction of new technologies.
- Science and technology are pursued for different purposes. Scientific inquiry is driven by the desire to understand the natural world, and technological design by the need to meet human needs and solve human problems.

Content Standard F | *SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES*

■ Natural Resources

- Human populations use resources in the environment to maintain and improve their existence.
- The Earth does not have infinite resources; increasing human consumption places severe stress on the natural processes that renew some resources, and depletes those resources that cannot be renewed.
- Humans use many natural systems as resources. Natural systems have the capacity to reuse waste but that capacity is limited. Natural systems can change to an extent that exceeds the limits of organisms to adapt naturally or humans to adapt technologically.

■ Environmental Quality

- Natural ecosystems provide an array of basic processes that affect humans. Those processes include maintenance of the quality of the atmosphere, generation of soils, control of the hydrologic cycle, disposal of wastes, and recycling of nutrients. Humans are changing many of these basic processes, and the changes may be detrimental to humans.
- Materials from human societies affect both physical and chemical cycles of the Earth.
- Many factors influence environmental quality. Factors that students might investigate include population growth, resource use, population distribution, overconsumption, the capacity of technology to solve problems, poverty, the role of economic, political, and religious views, and different ways humans view the Earth.

■ Natural and Human-induced Hazards

- Human activities can enhance potential for hazards. Acquisition of resources, urban growth, and waste disposal can accelerate rates of natural change.
- Some hazards are rapid and spectacular, others are slow and progressive.
- Natural and human-induced hazards present the need for humans to assess potential danger and risk. Many changes in the environment designed by humans bring benefits to society, as well as cause risks. Students should understand the costs and trade-offs of various hazards—ranging from those with minor risk to a few people to major catastrophes with major risk to many people.

■ Science and Technology in Local, National, and Global Challenges

- Science and technology can indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
- Understanding basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various science and technology related challenges. However, understanding science alone will not resolve local, national, and global challenges.
- Individuals and society must decide on proposals involving new research and the introduction of new technologies into society.



Materials By Activity

ACTIVITY	MATERIALS IN KIT	MATERIALS NEEDED
<i>Setting the Stage for Hydrogen</i>	▪Hydrogen fuel cell car	▪None
<i>Hydrogen in Society Jigsaw</i>	▪None	▪None
<i>Comparing Energy Systems</i>	▪None	▪None
<i>Science of Hydrogen</i>	▪None	▪None
<i>Electrolysis</i>	<i>Eight lab stations with the following:</i> ▪1 Electrolysis Apparatus (with two test tubes and set of tongs) ▪Sodium Sulfate ▪1 Beaker with 500mL ▪1 Splint ▪1 9-volt battery ▪2 Alligator connectors ▪Fan	▪Distilled water ▪Safety matches ▪Safety glasses ▪Gloves
<i>Element Modeling</i>	▪Straws ▪Clay – three different colors	▪Scissors
<i>Fuel Cell Simulation</i>	▪Flashing bulbs ▪Fringe ▪Flashlight	▪Colored Tape ▪String ▪Scissors
<i>Hydrogen Economy Comparison</i>	▪None	▪None
<i>Hydrogen in the Round</i>	▪None	▪None

A set of consumables is available for purchase. Materials in the consumables package are listed on page 3.



Teacher Guide

Information and hands-on activities to teach students about hydrogen as a fuel for the future.

Background

This hydrogen unit is designed as a multidisciplinary curriculum with a hands-on science kit, fuel cell simulation equipment, element modeling materials, fuel cell car kit for demonstration, and language arts, social studies, and technology activities. The unit looks at the energy picture in the United States today, the challenges for the future, the role of hydrogen in meeting those challenges, and the scientific basis for hydrogen as a fuel, with an exploration of electrolysis as a method to generate hydrogen.

Preparation

1. Read the Teacher and Student Guides for an overview of all activities in the unit. Five Teacher Guides and a class set of 30 Student Guides are included in the kit to facilitate planning an integrated unit.
2. Examine the equipment in the kit to become familiar with its design and to make sure nothing was damaged in shipment. Refer to the Operating Instructions and Experiment Instructions Manual in the Fuel Cell Car Kit to gain a more comprehensive understanding of how the car works.
3. Decide how you will structure the unit—as a single class unit or as an integrated unit with other teachers. If this will be an integrated unit, meet with the other teachers to plan and schedule the activities. A suggested integrated unit is as follows:

Pre/Post Survey—Science

Fuel Cell Car Demonstrations—Science

Comparing Energy Systems—Social Studies

Background Reading and Organizers—Language Arts

Electrolysis and Element Models—Science

Hydrogen in Society Jigsaw Activity—Social Studies

Fuel Cell Simulation and Report—Language Arts

Hydrogen Economy Comparison Activity—Social Studies

Hydrogen in the Round Game—Language Arts

4. Collect the materials not included in the kit (page 3 of the Teacher Guide).
5. Make copies of the pages in the Teacher and Student Guides that you want the students to complete or have the students copy them into science notebooks as they need them. It is suggested that the students not write in the Student Guides, but keep science notebooks in which they record all of their activities.
6. Place students into groups and assign roles as appropriate for the following activities:
7. Activity 2: Jigsaw—seven role groups
Activity 2: Jigsaw—three/five presentation groups with one representative of each role group
Activities 5 and 6: Electrolysis—groups of two lab partners

GRADE LEVEL

Intermediate Grades 6–8

Secondary Grades 9–12

TIME

Approximately 5–10 days

Activity 1: Setting the Stage for Hydrogen

OBJECTIVE

- To engage students' interest in the topic of hydrogen

TIME

- One class period

MATERIALS

- Hydrogen Fuel Cell Car
- Pre/Post Hydrogen Survey*, Teacher Guide page 27

PROCEDURE

1. Introduce the unit to the class. Demonstrate the hydrogen fuel cell car to stimulate interest.
2. Have the students take the *Pre/Post Survey* and collect the results to send to NEED at the conclusion of the unit.

Activity 2: Hydrogen in Society Jigsaw

OBJECTIVE

- To increase understanding of forms of energy, sources of energy, atomic structure, electricity, magnetism, electricity generation, measuring electricity, water, and the water cycle.

TIME

- Two class periods

MATERIALS

- Jigsaw Role Questions and Presentation Questions*, page 19
- Hydrogen in Society* role group organizer, Student Guide page 15
- Hydrogen Information Web Links*, Student Guide page 14

PROCEDURE

1. Divide the students into seven groups. Assign each group one of seven specific roles, as listed below. These groups are the role groups. Also assign the students to presentation groups, in which they will share their role expertise. Each presentation group should include at least one member from each role group.

Role Groups:

Physicist	Hydrogen Producer
Hydrogen Distributor	Energy Security Advisor
Energy Economist	Energy Efficiency and Reliability Expert
Environmental Scientist	

2. Explain the jigsaw assignment to the students. Give each student the list of questions for his/her role group (page 19 of Teacher Guide) and a copy of the role group organizer (page 15 of Student Guide), and explain that the questions will guide their reading and research. Explain that they will be involved in completing the organizer over several days as they participate in the readings and other hydrogen-related activities. They will use the information they have gathered to design and present projects at the end of the unit in their presentation groups.
3. Instruct the students to use the background material, as well as outside research, to answer their questions as completely as possible. Guide them to the list of hydrogen websites (page 14 of Student Guide) where they can go to find additional information.
4. At the end of the Electrolysis and Simulation activities, when the students have read all of the background sections, and completed their research and their organizers, have the role groups meet to discuss their findings. Instruct the students to add to their organizers any additional information provided by group members.

CONTINUED ON NEXT PAGE

Activity 2: Hydrogen in Society Jigsaw *(continued)*

5. After the students have met in the role groups and completed their discussions, assign them to their presentation groups. Explain that the presentation groups will synthesize the information collected by the different role groups.
6. Distribute copies of the presentation questions (page 16 of Teacher Guide) and presentation organizer (page 19 of Student Guide) to each student. Instruct the presentation groups to work together to answer the presentation questions, using poster-boards to collect members' ideas from each of the role areas.
7. After the groups have answered all of the presentation questions, instruct each presentation group to choose a product with which to present their findings. Suggested products include a PowerPoint presentation, a brochure, an expo display board, a song or rap, a letter to the editor of the school newspaper, an opinion paper (persuasive essay), an advertisement, a video, or any other format acceptable to the teacher.
8. Give the groups a timeframe in which to complete and present their projects.
9. Use the Presentation Rubric (page 23 of Teacher Guide) to evaluate the projects.

Activity 3: Comparing Energy Systems

OBJECTIVE

- Students will analyze the energy system in use in the United States and compare it to an ideal energy system.

TIME

- One class period

MATERIALS

- Comparing Energy Systems*, Student Guide page 17

PROCEDURE

10. Have the students read the following background sections (pages 3-4 of Student Guide):

The Energy Picture in the United States Today and Looking to the Future, including The Ideal Energy System

11. Have the students draw Venn diagrams (or use page 17 of Student Guide) to compare the energy system in the United States today with the ideal energy system.
12. Discuss with the class the problems with our energy system today.
13. Brainstorm ideas for making today's energy system more ideal.

Activity 4: The Science of Hydrogen

OBJECTIVE

- Students will understand the chemistry of hydrogen.

TIME

- One class period

MATERIALS

- Graphic Organizer, Student Guide, page 18

PROCEDURE

1. Have the students complete the graphic organizer (page 18 of the Student Guide) as they read the following background sections (pages 4-7 of Student Guide):
What is Hydrogen?, Atomic Structure, and The Periodic Table
2. Discuss any questions the students have.

Activity 5: Electrolysis

★ OBJECTIVES

- Students will understand how a water molecule can be separated into hydrogen and oxygen.

🕒 TIME

- One class period

NOTE: This activity should be done at the same time as *Activity Six: Element Modeling* so students can work in pairs.

📄 MATERIALS To Make Electrolyte Solution

- 1 Gallon distilled water*
- 100 mL Beaker
- Funnel
- Sodium sulfate (Na_2SO_4)

*not included in kit

📄 MATERIALS At Each Lab Station

- 1 Electrolysis apparatus (with two test tubes and set of tongs)
- 1 9-volt Battery
- 1 600 mL Beaker with 500 mL of Electrolyte Solution
- 2 Alligator Connectors
- 1 Splint
- 1 Book of safety matches*
- Lab safety equipment (safety glasses and gloves)*

☑ PREPARATION

1. Assign students in groups of two to lab stations or element modeling stations. Sixteen students will participate in the lab during the first rotation and the remaining students will participate in the element modeling activity. In the second rotation, the students will switch activities. Write the Variable Questions and Discussion Questions (page 13 of Teacher Guide) on the board.
2. Prepare 1 gallon of the electrolyte solution (100 cm^3 of Na_2SO_4 to 1 gallon water) as follows:
 - Measure 100 mL from your gallon of distilled water. Set aside in a clean container. This distilled water will be used for the Fuel Cell Car Demonstration.
 - Add 100 cm^3 (equal to 100 mL, or 167 grams) of sodium sulfate (Na_2SO_4) to the jug of distilled water using the small beaker and funnel. Close the jug and gently shake the jug until the sodium sulfate is dissolved.

NOTE: The solution should be saved in the jug for subsequent group use after the first group of students has completed the experiment. The solution can be saved indefinitely in a plastic container. If you are saving it in the distilled water jug, be sure to clearly mark the jug with its contents.

NOTE: The electrolysis process will proceed more quickly if the electrolyte solution is very warm or more concentrated. If the chemical reaction is too slow, the students may lose interest. It is suggested that you place the container with the electrolyte solution in a hot water bath approximately an hour before the lab is scheduled. If this is not feasible, you may increase the concentration of the solution by adding 10 cm^3 more sodium sulfate to the solution.

3. Fill eight 600 mL beakers with 500 mL of the electrolyte solution.
4. Set up eight lab stations with the equipment listed above.

☑ LAB SAFETY

1. Go over the *Lab Safety Rules* (page 28 of the Teacher Guide) and the Material Safety Data Sheet (MSDS) for Sodium Sulfate included in the kit with the students. Reinforce any other lab safety rules that you require.
2. Decide if you want the students to use the matches and splints on their own or only with teacher supervision. Be prepared to explain to the students any changes in the lab procedure (page 13 of the Teacher Guide).

PROCEDURE

1. Have the students read the following sections of the Student Guide: How Is Hydrogen Made? (page 7), *Electrolysis* (page 19), *Electrochemistry and Electrolysis Exploration* (page 21), and *Electrolysis Data Recording Form* (page 22). Answer any student questions and provide instructions about recording the data in the students' notebooks. If necessary, review the lab procedure on the *Electrolysis Exploration* worksheet (page 21).
2. Assign the students in pairs to the lab stations and monitor their work.
3. When the students have completed the lab, have them return the electrolyte solution to the beakers and rinse the electrolysis apparatus, test tubes, and tongs under running water. Collect the electrolyte solution from the beakers and store in the marked container for reuse.
4. Instruct the students to answer the Discussion Questions (below) in their science notebooks.
5. Have the students who were participating in the Element Modeling Activity conduct the lab, following the same procedure.
6. When all students have completed the lab, have them formulate hypotheses and design lab procedures to answer the Variable Questions below.

DISCUSSION QUESTIONS

1. What did you learn about the composition of water?
2. Explain how electrical energy decomposes water. Use the terms anode, cathode, oxidation, and reduction.
3. Which gas is attracted to the positive electrode and which gas is attracted to the negative electrode? Explain why each gas is attracted to each electrode.
4. Explain how to test for hydrogen and oxygen gases.
5. Balance this equation for the decomposition of water: $8 \text{ H}_2\text{O} = __\text{H}_2 + __\text{O}_2$. (Answer: $8 \text{ H}_2 + 4 \text{ O}_2$)

VARIABLE QUESTIONS

1. How would using distilled water with no electrolyte affect the results?
2. How would increasing the concentration of the electrolyte affect the results?
3. How would increasing the voltage affect the results? (connecting 2-4 batteries in parallel)
4. How would increasing the current affect the results? (connecting 2-4 batteries in series)
5. How would changing the temperature of the solution affect the results?

ELECTROLYSIS EXTENSIONS

■ Exploring Variables

1. Have groups of students conduct the lab experiments that they designed to explore the variables in the questions listed above.
2. Have the student groups share the results of their variable experiments with the class.

■ Graphing Results

1. On graph paper or using a computer-graphing program, have each lab group graph the volume of hydrogen (y-axis) in cubic centimeters vs. time (x-axis) in minutes. On the same graph, plot the volume of oxygen vs. time.
2. Have the students interpret the results of the graphs.
3. Have the students plot the slope of the hydrogen line and the slope of the oxygen line. These slopes represent the average of the volumes of both gases over time. By dividing the slope of the hydrogen by the slope of the oxygen and expressing the result as a rounded whole number over 1, you will have a more accurate determination of the gas ratios.

Activity 6: Element Modeling

OBJECTIVE

- Students will construct elements to better understand atomic structure and how atoms bond to form elements.

TIME

- One class period
- NOTE: This activity should be done at the same time as *Activity Five: Electrolysis* so students can work in pairs.

MATERIALS

- Straw
- Three different colors of clay
- Scissors* *not included in kit

PREPARATION

1. Prepare one or more work areas large enough for 16 students to complete the activity.

PROCEDURE

1. Have the students read Atomic Structure, Chemical Bonding, and *Periodic Table of the Elements* (pages 5–6 of the Student Guide). Review the information to make sure the students understand atoms and their component particles, elements, molecules, and chemical bonds. Instruct the students to define the key terms in their science notebooks.
2. Have the students examine the *Periodic Table of the Elements* to find elements with which they are familiar.

Extension Activity: To reinforce student understanding of atomic structure and the relative distance of electrons from the nucleus, have a student stand in the middle of the football field holding a marble to represent the nucleus of an atom, while other students stand at each end zone to represent the position of the electrons, emphasizing that the electrons themselves would be too small to see.

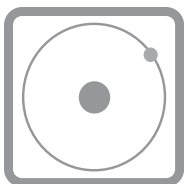
3. Have the students read the *Element Models* activity (page 23 of the Student Guide). Answer any student questions. Emphasize to the students that the models will not be realistically representative of the structure of atoms and molecules.
4. Assign students to the work area and instruct them to complete the first model of the activity—a hydrogen atom. Check the students' models to make sure they are correct, as shown in the *Element Models* diagram (page 15 of the Teacher Guide).

When all students have correctly created the hydrogen atom model, instruct them to create each additional model in turn, monitoring for understanding before proceeding to the next model.

5. When the students have completed the activity, which may not take as much time as the lab activity, instruct them to work on the jigsaw activity.

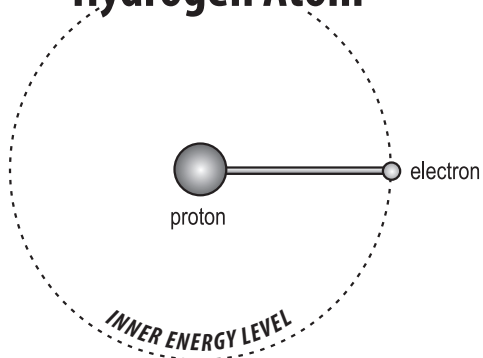
ELEMENT MODELING PERFORMANCE ASSESSMENT

1. Students should be able to distinguish between atoms and molecules and draw diagrams of simple molecules. Students' knowledge of basic molecular structure should be significantly enhanced.

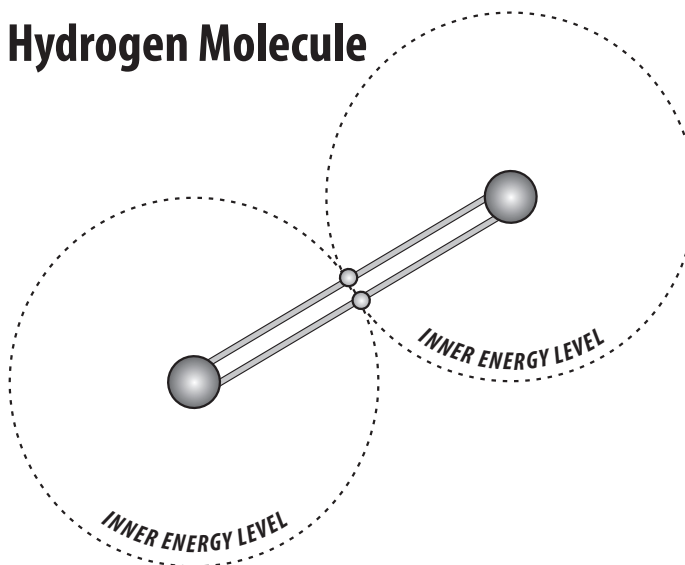


Element Models

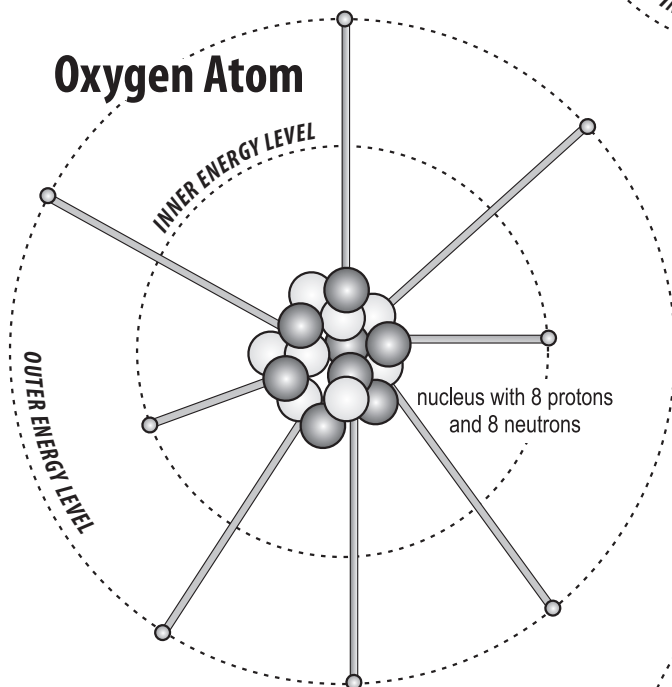
Hydrogen Atom







Hydrogen Molecule



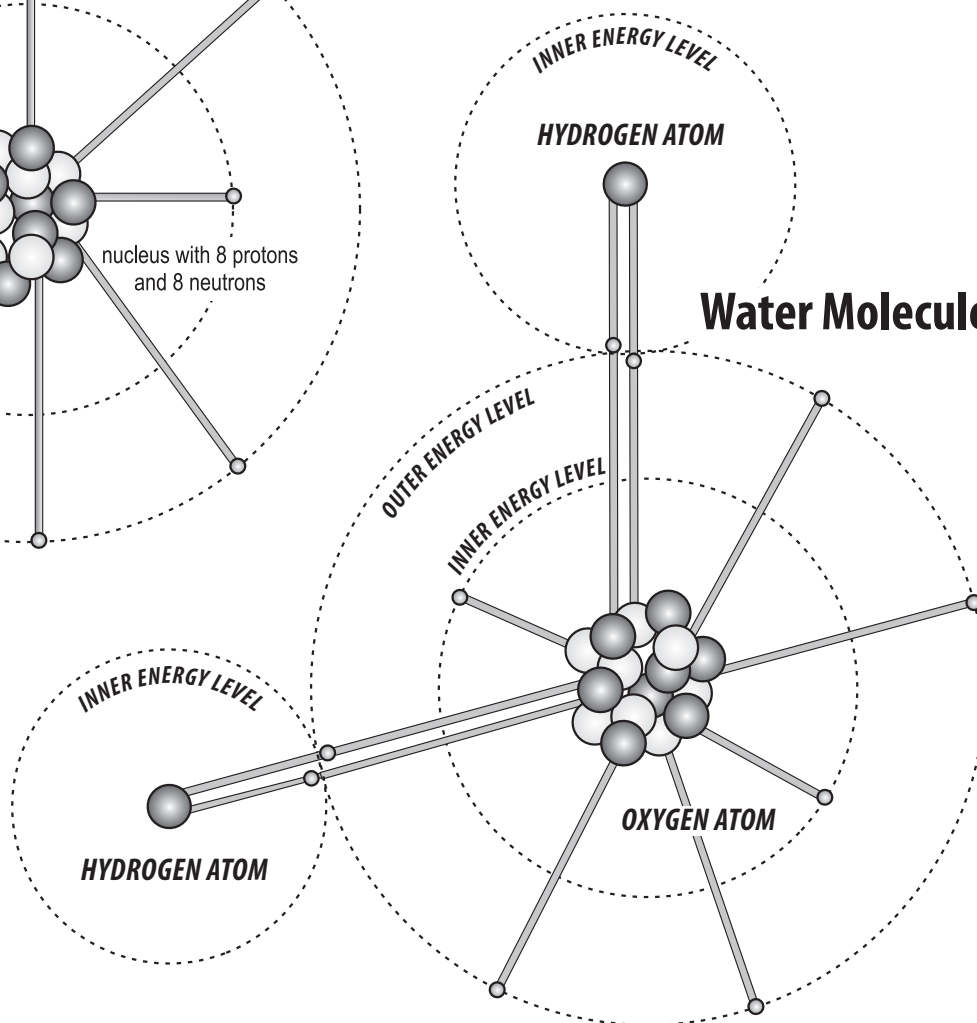
Oxygen Atom



Key

-  Neutron
-  Proton
-  Electron
-  Energy Level

Water Molecule



VOCABULARY

- anode
- atom
- catalyst
- cathode
- circuit
- electrode
- electrolysis
- electrolyte
- electron
- hydrogen
- ion
- membrane
- molecule
- oxygen
- PEM
- polymer

SIMULATION SUGGESTIONS

1. Students will need a 10' x 10' open space; use a hallway, outside area, or gym to allow enough room for movement and observers. Have the students set up the simulation according to the diagram.
2. Let students determine how to conduct the simulation. Part of the learning value of this activity is allowing students to discover and learn by doing, extending, and reinforcing prior knowledge.

Activity 7: Fuel Cell Simulation

OBJECTIVES

- Students will understand how hydrogen is used to carry energy and generate electricity.
- Students will be able to explain the components of a PEM fuel cell and how it works.
- Students will be able to trace the flow of the system of a PEM fuel cell by accurately drawing and labeling a diagram.

TIME

- One or two class periods

MATERIALS

- Flashing bulbs
 - Fuel Cell*, Teacher Guide page 20
- Flashlight
 - Fuel Cell Simulation*, Teacher Guide page 21
- Fringe
- Colored tape
- Scissors
- String
- Hang Tag* master, Teacher Guide page 22

PREPARATION

1. Write the vocabulary list on the left onto the board.
2. Make a master of the *Fuel Cell* diagram to show to the class.
3. Make four copies of the *Hang Tag* master onto card stock, cut out the hang tags and attach string to each tag. The hydrogen and oxygen hang tags are two-sided tags, folded on the dotted lines.

PROCEDURE

1. Have the students review the vocabulary terms, using the Glossary (pages 26-27 of Student Guide).
2. Use the *Fuel Cell* master to introduce the operation of a fuel cell to the students.
3. Have the students read the What is a Fuel Cell? background information and the *What is a Fuel Cell* activity instructions (pages 10 and 24 of the Student Guide). Answer any student questions.
4. Assign roles to the students. Some students may be observers during the first simulation, then assume roles in a second simulation while the other students observe.

Assessment:

1. After participating in and observing the simulation several times, have the students imagine they are writing to other students to explain how a fuel cell works, with an explanation of how fuel cells are used. Students must use the vocabulary words and draw diagrams to support their explanations.
2. Use the Simulation Rubric (page 23 of Teacher Guide) to assess vocabulary acquisition and understanding of concepts.

Activity 8: Hydrogen Economy Comparison

OBJECTIVE

- Students will be able to discuss the advantages, disadvantages and challenges to the nation moving toward a hydrogen economy.

TIME

- One class period

MATERIALS

- Hydrogen Economy Comparison*, Student Guide page 25

PROCEDURE

1. Have students read the following background sections (pages 8-9, 11-13 of Student Guide):
Hydrogen as a Fuel, Uses of Hydrogen, The Challenges of Hydrogen, Hydrogen Storage, Hydrogen Distribution, Hydrogen Safety, and Hydrogen and Our Future Economy.
2. Have students draw Venn diagrams to compare a hydrogen economy with the ideal energy system (page 25 of Student Guide).
3. Discuss the advantages and disadvantages of a hydrogen economy, and the challenges to the nation to move toward a hydrogen economy. Ask the students for their personal opinions about the feasibility of the United States making a hydrogen economy a priority.

Activity 9: Hydrogen in the Round

OBJECTIVE

- To reinforce hydrogen related vocabulary.

TIME

- One class period

MATERIALS

- Hydrogen in the Round 1*, page 25
- Hydrogen in the Round 2*, page 26

PREPARATION

1. Make copies of the Hydrogen in the Round questions and answers on heavy weight paper or card stock (pages 23-24 of Teacher Guide). You may want to use different colors for each round.
2. Cut out the individual cards, keeping Round 1 and Round 2 cards separate.

PROCEDURE

1. Distribute the Round 1 cards randomly to the students. If you have fewer than 30 students in the class, give some students two cards. All of the cards must be distributed for the game to succeed. If you have more than 30 students, have some students sit out the first round and participate in the second round. These students can also serve as arbiters of disputes.
2. Explain the instructions for the game, as follows:
 - The student who has the card labeled START begins by reading the question that follows the word START, "Who has....."
 - The student who has the answer to the question stands up and responds by reading his/her card, "I have..... Who has.....?"
 - This procedure continues until every person has read his/her card and the question has returned to the Starter, who answers the last question, and says, "THE END."
3. Collect the Round 1 cards and distribute the Round 2 cards. Proceed to play Round 2 in the same way.
4. Collect the Round 2 cards and save. Repeat this activity throughout the unit to reinforce vocabulary.

Activity 10: Evaluation

OBJECTIVE

- Evaluate the students' knowledge gained from the *H₂ Educate* unit.

TIME

- One class period

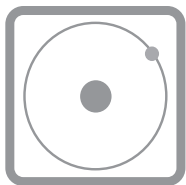
PROCEDURE

1. Have the students take the *Pre/Post Hydrogen Survey* and collect the results (page 27 of Teacher Guide).
2. Complete the unit *Evaluation Form* with the students (page 31 of Teacher Guide).
3. Send the *Pre/Post Hydrogen Survey* results and the Evaluation Form to The NEED Project at:

The NEED Project
8408 Kao Circle
Manassas, VA 20110
FAX: 800-847-1820

ANSWER KEY TO SURVEY

1. C 2. B 3. C 4. C 5. C 6. T 7. F 8. D 9. C 10. C 11. D 12. F 13. T 14. T 15. T



Jigsaw Role Questions and Presentation Questions

SUSTAINABILITY: PHYSICIST

1. What are the physical and chemical properties of hydrogen?
2. How can hydrogen be stored?
3. What are the different sources of hydrogen on Earth?
4. Which sources of hydrogen hold promise for a long-term energy solution?

PRODUCTION: HYDROGEN PRODUCER

1. What are the processes currently being used to separate hydrogen?
2. What are the challenges of producing hydrogen in large amounts?
3. What safety issues are associated with separating hydrogen?
4. How does the cost of producing hydrogen compare to other fuels?

DELIVERY/DISTRIBUTION: HYDROGEN DISTRIBUTOR

1. In what forms can hydrogen be stored and transported?
2. What distribution technologies are currently in use?
3. What are the challenges of refueling hydrogen operations?
4. Identify and explain the properties of hydrogen that make it difficult to transport.

ENERGY SECURITY: ENERGY SECURITY ADVISOR

1. What is energy security and why is it important to the United States?
2. Why is it important to reduce our dependence on imported energy?
3. How could the use of hydrogen decrease our dependence on imported energy?
4. What other alternatives would reduce our dependence on imported energy?

ECONOMICS: ENERGY ECONOMIST

1. What are the advantages of a hydrogen economy?
2. How would a hydrogen-based economy look different from our current energy economy?
3. How does the cost of hydrogen applications compare to other alternative fuels?
4. What would help the transition from a nonrenewable energy economy to a hydrogen economy?

EFFICIENCY AND RELIABILITY: ENERGY EFFICIENCY AND RELIABILITY EXPERT

1. What current technologies use hydrogen as a fuel?
2. How would the use of hydrogen be more efficient than the fuels we currently use?
3. How does the reliability of fuel cells compare to the reliability of other power systems?
4. What technological advances would make the use of hydrogen more efficient and reliable?

ENVIRONMENT: ENVIRONMENTAL SCIENTIST

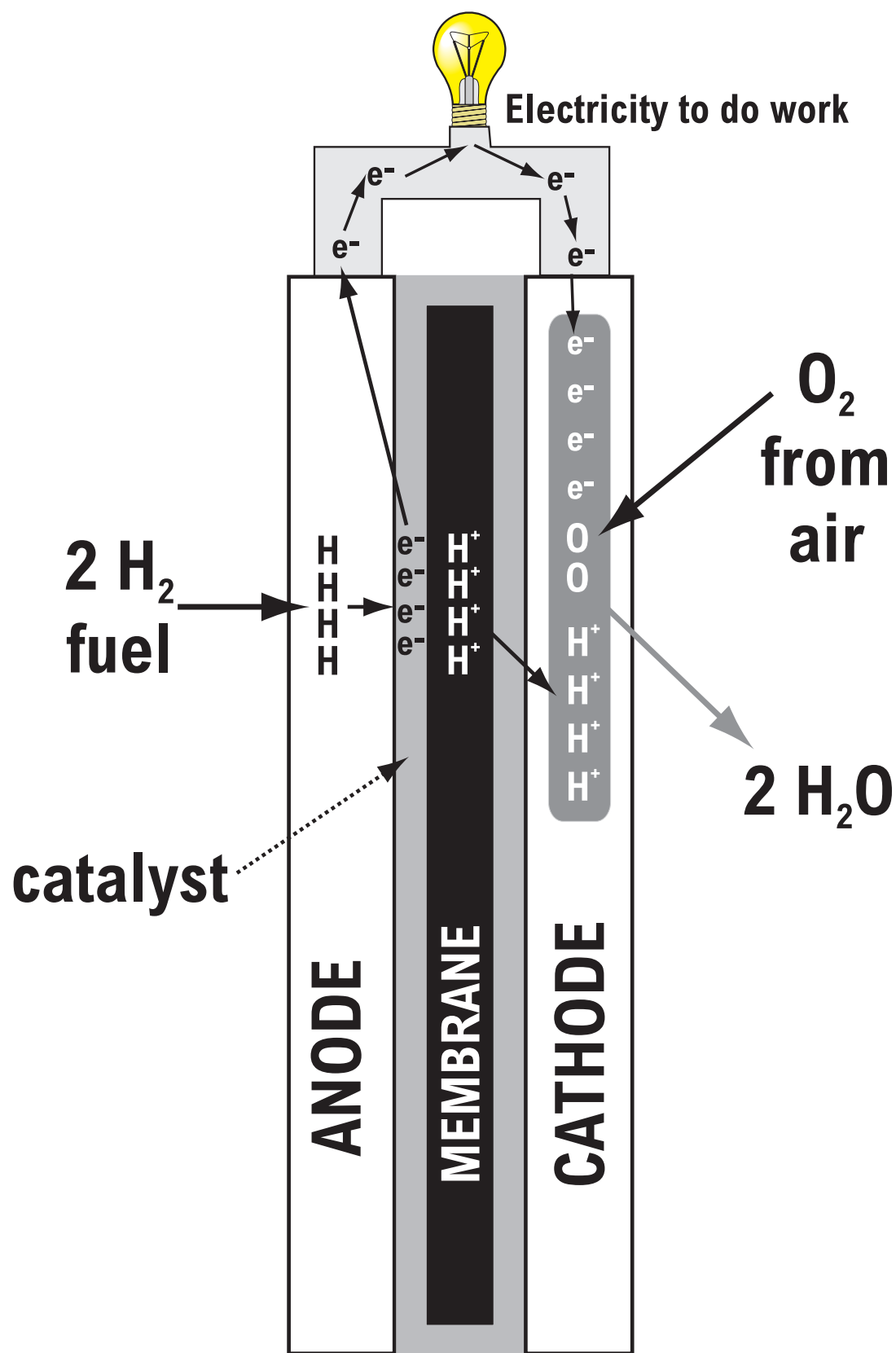
1. What are the resources from which hydrogen can be produced (extracted)?
2. What are the environmental advantages of each of these sources?
3. What are the environmental disadvantages of each of these sources?
4. How does hydrogen compare environmentally to the fuels used in the U.S. today?

PRESENTATION QUESTIONS

1. What important facts have you learned about hydrogen?
2. What are the advantages of hydrogen?
3. What are the disadvantages of hydrogen?
4. What are the ways hydrogen could be used in the future?
5. What are your opinions about hydrogen?



Fuel Cell





Fuel Cell Simulation

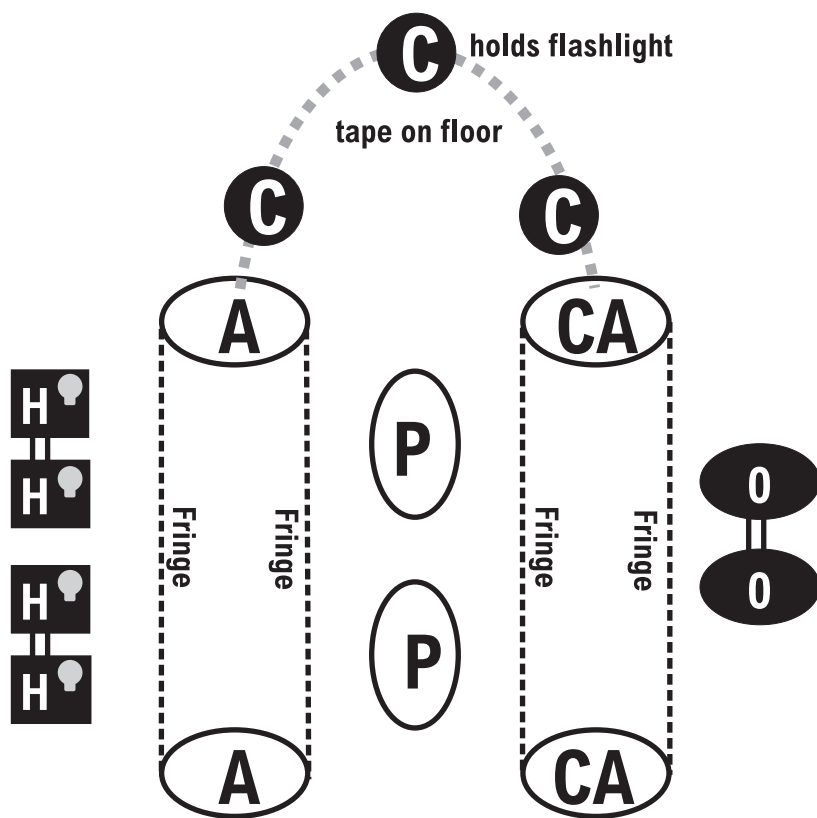
STUDENTS (15) REPRESENTING THE FOLLOWING ROLES

- 4 Hydrogen atoms (H)
- 2 Oxygen atoms (O)
- 2 Anodes (A)
- 2 Cathodes (CA)
- 2 PEMs (P)
- 3 Circuit Members (C)

MATERIALS

- 4 Pieces of fringe (each six feet long)
- 4 Flashing bulbs
- 1 Flashlight
- 1 Piece of colored tape to make circuit on floor*
- 1 Hang tag for each student (master on page 22 of Teacher Guide)

* not in kit



PROCEDURE

1. All students wear hang tags representing their roles. The hydrogen hang tags have H on one side and H^+ on the other. The Oxygen hang tags have O on one side and O^{2-} on the other.
2. The two Anodes hold up two pieces of six-foot fringe forming a rectangle. The two Cathodes hold up two pieces of six-foot fringe forming a rectangle.
3. The two PEMs stand between the Anode and Cathode.
4. Two sets of two Hydrogens link arms to create two hydrogen molecules on the outside of the Anode. Each Hydrogen carries a flashing bulb (turned off) that represents its electron.
5. Two Oxygens link arms to create an Oxygen molecule on the outside of the Cathode.
6. The Hydrogens pass through the fringe into the Anode and separate into two Hydrogen atoms.
7. The Oxygens pass through the fringe into the Cathode and separate into two Oxygen atoms.
8. The Hydrogen atoms pass through the inner fringe.
9. The PEMs stop the Hydrogen atoms from moving.
10. The Hydrogen atoms hand their electrons to the first Circuit Member and turn their hang tags to H^+ ions.
11. The PEMs allow the H^+ ions to pass through to the Cathode.
12. The Circuit Member turns on the flashing bulbs and hands them to the middle Circuit Member, who turns on a flashlight as he/she receives the electrons and turns the flashlight off as he/she passes the electrons to the last Circuit Member. The last Circuit Member hands two electrons to each Oxygen atom in the Cathode, who turns the flashers off and switches his/her hang tag to Oxygen ion (O^{2-}).
13. Two Hydrogen ions link arms with an Oxygen ion (with the Oxygen in the middle), turning their hang tags and forming a water molecule. The water molecules then exit the outside of the Cathode.

H

H⁺

O

O²⁻

A

CA

C

P



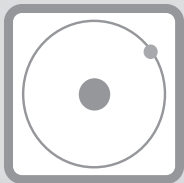
Rubrics

Simulation Rubric

GRADE	SCIENTIFIC CONCEPTS	DIAGRAMS	PROCEDURES	SUMMARY
4	Written explanations illustrate accurate and thorough understanding of scientific concepts underlying inquiry.	Comprehensive diagrams are accurately and neatly labeled and make the designs easier to understand.	Procedures are listed in clear steps. Each step is numbered and is written as a complete sentence.	Summary describes information and skills learned, as well as some future applications to real life situations.
3	Written explanations illustrate an accurate understanding of most scientific concepts underlying inquiry.	Necessary diagrams are accurately and neatly labeled.	Procedures are listed in a logical order, but steps are not numbered or are not in complete sentences.	Summary describes the information learned and a possible application to a real life application.
2	Written explanations illustrate a limited understanding of scientific concepts underlying inquiry.	Necessary diagrams are labeled.	Procedures are listed but are not in a logical order or are difficult to understand.	Summary describes the information learned.
1	Written explanations illustrate an inaccurate understanding of scientific concepts underlying inquiry.	Necessary diagrams or important components of diagrams are missing.	Procedures do not accurately reflect the steps of the design process.	Summary is missing or inaccurate.

Presentation Rubric

GRADE	CONTENT	ORGANIZATION	ORIGINALITY	WORKLOAD
4	Topic is covered in-depth with many details and examples. Subject knowledge is excellent.	Content is very well organized and presented in a logical sequence.	Presentation shows much original thought. Ideas are creative and inventive.	The workload is divided and shared equally by all members of the group.
3	Presentation includes essential information about the topic. Subject knowledge is good.	Content is logically organized.	Presentation shows some original thought. Work shows new ideas and insights.	The workload is divided and shared fairly equally by all group members, but workloads may vary.
2	Presentation includes essential information about the topic, but there are 1-2 factual errors.	Content is logically organized with a few confusing sections.	Presentation provides essential information, but there is little evidence of original thinking.	The workload is divided, but one person in the group did not do his/her fair share of the work.
1	Presentation includes minimal information or there are several factual errors.	There is no clear organizational structure, just a compilation of facts.	Presentation provides some essential information, but no original thought.	The workload is not divided, or several members are not doing their fair share of the work.



Assembly and Operation of the Fuel Cell Car

The Fuel Cell Car should be used only by a knowledgeable teacher or by students under the supervision of the teacher. The teacher must ensure proper handling and draw attention to potential dangers. Before using the car, review the User Manual in the car kit to fully understand operational safety precautions. All participants should wear safety glasses.

The car should be assembled and operated on a solid, level surface, with the ambient temperature between 20°C and 30°C. It is recommended that you operate the car indoors to protect it from the weather.

Make sure that the Fuel Cell Car is not charged or operated near an open flame.

Basic Function

Here are the basics of how the fuel cell works. Refer to the User Manual for additional technical data.

1. Use ONLY THE POWER SUPPLY INCLUDED to provide the electricity to power the electrolysis process.
2. The electric current splits the water molecules into hydrogen and oxygen gases in the charge mode of the reversible fuel cell. The gases are stored in the storage cylinders.
3. In the discharge mode, the fuel cell uses the hydrogen and oxygen gases as fuel to generate an electric current that runs the electric motor of the car, producing water and heat as byproducts.

Assembly of the Fuel Cell Car

MATERIALS: Fuel Cell Car Kit with User Manual, 2 AA batteries (3-volt maximum), scissors, distilled water

1. Follow the instructions on pages 6–7 of the User Manual to assemble the car.
2. To HYDRATE the fuel cell, follow the instructions on page 7 of the User Manual. CAUTION: Only distilled water should be used. Use of any other liquid, even tap water, may destroy the fuel cell membrane.

Electrolysis: Producing Hydrogen

MATERIALS: Assembled Fuel Cell Car, power pack with 2 AA batteries, distilled water

1. Follow the instructions on pages 8–11 of the User Manual to produce hydrogen using the fuel cell.
2. Use ONLY the power pack provided.
3. Use ONLY distilled water.
4. DO NOT PROCEED near an open flame.
5. DO NOT PROCEED until you have hydrated the fuel cell as explained in the Assembly Section above.

Operation of the Fuel Cell Car

MATERIALS: Charged Fuel Cell Car

1. Follow the instructions on page 12 of the User Manual to operate the Fuel Cell Car.
2. When the car stops running, it can be recharged following the Electrolysis Procedure.
3. The AA batteries in the power pack may need to be replaced after several charges.

Advice and Troubleshooting

1. Follow the Advice on page 13 of the User Manual for optimal operation.
2. Use the Troubleshooting section on page 14 of the User Manual if your car does not work properly.



Hydrogen in the Round 1

I have Hydrogen. THE END START: Who has a name for a substance in which all of the atoms are identical?	I have Photoelectrolysis. Who has the method of producing hydrogen by superheating wood and agricultural waste?	I have Cathode. Who has an atom or group of atoms that has an electrical charge?
I have Element. Who has the positively charged subatomic particle in the nucleus of an atom?	I have Biomass Gasification. Who has the process by which algae and bacteria use sunlight to produce hydrogen?	I have Ion. Who has the attraction or bond between two oppositely charged ions?
I have Proton. Who has the neutral subatomic particle in the nucleus of an atom?	I have Photobiological Production. Who has a substance or system that moves energy in a usable form from one place to another?	I have Ionic Bond. Who has the chemical bond in which two atoms share electrons?
I have Neutron. Who has the subatomic particle that moves in an orbit outside the nucleus of an atom?	I have Energy Carrier. Who has a device that uses hydrogen fuel to produce electricity, water, and heat?	I have Covalent Bond. Who has the ability to do work?
I have Electron. Who has the name of an area at a precise distance from the nucleus that holds electrons?	I have Fuel Cell. Who has a device that produces electricity through a chemical reaction?	I have Energy. Who has energy sources that are limited and cannot be replenished in a short time?
I have Energy Level. Who has the form of energy that travels in electromagnetic waves?	I have Electrochemical Energy Conversion Device. Who has a path through which electricity travels?	I have Nonrenewable. Who has energy sources that are unlimited or can be replenished in a short time?
I have Radiant Energy. Who has the process that produces energy in the core of the sun?	I have Circuit. Who has a short name for Polymer Electrolyte Membrane?	I have Renewable. Who has a chemical reaction that absorbs energy?
I have Fusion. Who has the process that uses steam to split methane molecules to produce hydrogen?	I have PEM. Who has the negative side of a fuel cell?	I have Endothermic. Who has the capture and storage of carbon gases?
I have Steam Reforming. Who has the process that splits water into its basic elements of hydrogen and oxygen?	I have Anode. Who has a special material (usually platinum) that facilitates the reaction of hydrogen and oxygen?	I have Carbon Sequestration. Who has the arrangement of elements by their physical and chemical properties?
I have Electrolysis. Who has the method of producing hydrogen using sunlight to split water molecules?	I have Catalyst. Who has the positive side of a fuel cell?	I have Periodic Table. Who has an abundant, clean, domestically available, flexible fuel?



Hydrogen in the Round 2

I have Hydrogen. THE END START: Who has the substances organized in the Periodic Table?	I have Photoelectrolysis. Who has a method of producing hydrogen that uses biomass as fuel and feedstock?	I have Cathode. Who has the particle produced when an atom loses or gains an electron?
I have Elements. Who has the subatomic particle in the nucleus that determines the atomic number?	I have Biomass Gasification. Who has an experimental process to produce hydrogen using bacteria and algae?	I have Ion. Who has the chemical bond that cancels the opposing charges of ions?
I have Proton. Who has the subatomic particle that acts as glue to hold the nucleus together?	I have Microbial Production. Who has a system or substance that moves energy efficiently to where it is needed?	I have Ionic Bond. Who has the chemical bond that occurs between nonmetals such as hydrogen and oxygen?
I have Neutron. Who has the subatomic particle that carries a negative charge?	I have Energy Carrier. Who has a device like a battery that uses an external source of fuel to produce electricity, water, and heat?	I have Covalent Bond. Who has the ability to make a change in temperature, position, size, or state of matter?
I have Electron. Who has the precise distance where the two closest electrons are found?	I have Fuel Cell. Who has a battery or fuel cell that produces electricity through a chemical reaction?	I have Energy. Who has coal, natural gas, petroleum, propane, and uranium?
I have Energy Level. Who has the form of energy that comes from the sun to power photosynthesis?	I have Electrochemical Energy Conversion Device. Who has a closed loop that carries electrical energy?	I have Nonrenewables. Who has wind, solar, geothermal, hydropower, and biomass?
I have Radiant Energy. Who has the process that turns hydrogen into helium, producing radiant energy?	I have Circuit. Who has a membrane that allows hydrogen ions to pass through, but not electrons?	I have Renewables. Who has a chemical process that frees electrons in a battery or voltaic cell?
I have Fusion. Who has the most cost effective method of producing hydrogen fuel today?	I have PEM. Who has the side of a PEM fuel cell through which hydrogen fuel enters?	I have Oxidation. Who has a chemical process that binds free electrons in a battery or voltaic cell?
I have Steam Reforming. Who has a simple method of using electricity to produce very pure hydrogen?	I have Anode. Who has the special material that splits hydrogen gas into hydrogen ions and electrons?	I have Reduction. Who has the system of organizing all of the known elements?
I have Electrolysis. Who has an experimental method of producing hydrogen using a semiconductor to absorb sunlight?	I have Catalyst. Who has the side of a fuel cell with channels to distribute oxygen to the catalyst?	I have Periodic Table. Who has a clean fuel that can be produced by steam reforming and electrolysis?



Pre/Post Hydrogen Survey

1. The average American uses how much energy compared to the average world citizen?
a. half as much **b.** twice as much **c.** six times as much **d.** twenty times as much
2. What percentage of U.S. energy consumption is from renewable energy sources?
a. 1% **b.** 6% **c.** 12% **d.** 24%
3. How much of total petroleum consumption does the United States import from foreign countries?
a. > 10% **b.** >25% **c.** >50% **d.** <50%
4. How much of total U.S. energy consumption is used by the transportation sector of the economy?
a. 7% **b.** 17% **c.** 27% **d.** 47%
5. An ideal energy system would _____
a. include domestic and imported energy sources.
b. use only nonrenewable energy sources.
c. use a variety of energy sources.
d. All of the above.
6. Hydrogen is one of the most abundant elements in the universe. **True** **False**
7. Hydrogen gas is abundant in underground reservoirs on Earth. **True** **False**
8. Hydrogen fuel can be produced from...
a. water. **b.** natural gas. **c.** biomass. **d.** All three.
9. Hydrogen can be used _____
a. as a vehicle fuel.
b. to produce electricity.
c. Both a and b.
d. Neither a nor b.
10. Electrolysis is a process in which electricity is used to _____
a. turn water into steam.
b. combine hydrogen and oxygen molecules to make water.
c. split water molecules into hydrogen and oxygen gases.
d. produce light and heat.
11. A fuel cell _____
a. produces electricity.
b. uses hydrogen as fuel.
c. emits only water and heat.
d. All of the above.
12. A fuel cell must be replaced often, like a non-rechargeable battery. **True** **False**
13. Hydrogen can be transported as a liquid or a gas. **True** **False**
14. Hydrogen is as safe as gasoline or diesel fuel when handled properly. **True** **False**
15. Hydrogen could meet many of our energy needs in the future. **True** **False**



Lab Safety Rules

Eye Safety

- Always wear safety glasses when conducting experiments.

Fire Safety

- Do not heat any substance or piece of equipment unless specifically instructed to do so.
- Be careful of loose clothing. Do not reach across or over a flame.
- Always keep long hair pulled back and secured.
- Do not heat any substance in a closed container.
- Always use the tongs or protective gloves when handling hot objects. Do not touch hot objects with your hands.
- Keep all lab equipment, chemicals, papers, and personal effects away from a flame.
- Extinguish a flame as soon as you are finished with the experiment and move it away from the immediate work area.

Heat Safety

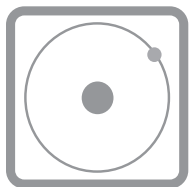
- Always use tongs or protective gloves when handling hot objects and substances.
- Keep hot objects away from the edge of the lab table—in a place where no one will accidentally come into contact with them.
- Do not use the steam generator without the assistance of your teacher.
- Remember that many objects will remain hot for a long time after the heat source is removed or turned off.

Glass Safety

- Never use a piece of glass equipment that appears cracked or broken.
- Handle glass equipment carefully. If a piece of glassware breaks, do not attempt to clean it up yourself. Inform your teacher.
- Glass equipment can become very hot. Use tongs if glass has been heated.
- Clean glass equipment carefully before packing it away.

Chemical Safety

- Do not smell, touch, or taste chemicals unless instructed to do so.
- Keep chemical containers closed except when using them.
- Do not mix chemicals without specific instructions.
- Do not shake or heat chemicals without specific instructions.
- Dispose of used chemicals as instructed. Do not pour chemicals back into container without specific instructions to do so.
- If a chemical accidentally touches you, immediately wash the area with water and inform your teacher.



Hydrogen Information Web Links



Ames Laboratory: www.ameslab.gov

Argonne National Laboratory: www.anl.gov

Brookhaven National Laboratory: www.bnl.gov

Department of Energy: www.hydrogen.energy.gov

Energy Information Administration: www.eia.doe.gov

Federal Interagency Hydrogen Task Force: www.hydrogen.gov

International Partnership for the Hydrogen Economy: www.iphe.net

Lawrence Berkeley National Laboratory: www.lbl.gov

Lawrence Livermore National Laboratory: www.llnl.gov

Los Alamos National Laboratory: www.lanl.gov

National Energy Education Development Project: www.need.org/hydrogen

National Energy Technology Laboratory: www.netl.doe.gov

National Renewable Energy Laboratory: www.nrel.gov/hydrogen/projects.html

National Hydrogen Association: www.hydrogenassociation.org/general/index.asp

Oak Ridge National Laboratory: www.ornl.gov

Pacific Northwest National Laboratory: www.pnl.gov

Sandia National Laboratory: www.sandia.gov

Savannah River National Laboratory: www.srs.gov

Sentech, Inc: www.sentech.org

U.S. Fuel Cell Council: www.usfcc.com



H2 Educate Evaluation Form

State: _____ Grade Level: _____ Number of Students: _____

- | | | |
|--|------------------------------|-----------------------------|
| 1. Did you conduct the entire unit? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Were the instructions clear and easy to follow? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Did the activities meet your academic objectives? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Were the activities age appropriate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Were the allotted times sufficient to conduct the activities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Were the activities easy to use? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Was the preparation required acceptable for the activities? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Were the students interested and motivated? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Was the energy knowledge content age appropriate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Would you teach this unit again? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please explain any 'no' statement below.

How would you rate the unit overall? ☐ excellent ☐ good ☐ fair ☐ poor

How would your students rate the unit overall? ☐ excellent ☐ good ☐ fair ☐ poor

What would make the unit more useful to you?

Other Comments:

Please fax or mail to: **The NEED Project**

P.O. Box 10101
Manassas, VA 20108
FAX: 1-800-847-1820

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 Guam Energy Office
 Gulf Power
 Halliburton Foundation
 Gerald Harrington, Geologist
 Houston Museum of Natural Science

Hydro Research Foundation
 Idaho Department of Education
 Idaho National Laboratory
 Illinois Clean Energy Community Foundation
 Independent Petroleum Association of America
 Independent Petroleum Association of New Mexico
 Indiana Michigan Power
 Indiana Office of Energy Development
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 Kansas City Power and Light
 KBR
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 Kentucky Propane Education and Research Council
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 Llano Land and Exploration
 Long Island Power Authority
 Los Alamos National Laboratory
 Louisville Gas and Electric Company
 Maine Energy Education Project
 Maine Public Service Company
 Marianas Islands Energy Office
 Massachusetts Division of Energy Resources
 Lee Matherne Family Foundation
 Michigan Oil and Gas Producers Education Foundation
 Midwest Energy Cooperative
 Mississippi Development Authority–Energy Division
 Montana Energy Education Council
 The Mosaic Company
 NADA Scientific
 NASA Educator Resource Center–WV
 National Association of State Energy Officials
 National Association of State Universities and Land Grant Colleges
 National Fuel
 National Grid
 National Hydropower Association
 National Ocean Industries Association
 National Renewable Energy Laboratory
 Nebraska Public Power District
 New Mexico Oil Corporation
 New Mexico Landman's Association
 New York Power Authority
 North Carolina Department of Administration–State Energy Office
 NSTAR
 Offshore Energy Center/Ocean Star/
 OEC Society

Offshore Technology Conference
 Ohio Energy Project
 Pacific Gas and Electric Company
 PECO
 Petroleum Equipment Suppliers Association
 PNM
 Puerto Rico Energy Affairs Administration
 Puget Sound Energy
 Rhode Island Office of Energy Resources
 RiverWorks Discovery
 Roswell Climate Change Committee
 Roswell Geological Society
 Sacramento Municipal Utility District
 Schneider Electric
 Science Museum of Virginia
 C.T. Seaver Trust
 Sentech, Inc.
 Shell
 Snohomish County Public Utility District–WA
 Society of Petroleum Engineers
 David Sorenson
 Southern Company
 Southern LNG
 Southwest Gas
 Tennessee Department of Economic and Community Development–Energy Division
 Tennessee Valley Authority
 Timberlake Publishing
 Toyota
 TransOptions, Inc.
 TXU Energy
 United Illuminating Company
 United States Energy Association
 University of Nevada–Las Vegas, NV
 U.S. Department of Energy
 U.S. Department of Energy–Office of Fossil Energy
 U.S. Department of Energy–Hydrogen Program
 U.S. Department of Energy–Wind Powering America
 U.S. Department of Energy–Wind for Schools
 U.S. Department of the Interior–Bureau of Land Management
 U.S. Department of the Interior–Bureau of Ocean Energy Management, Regulation and Enforcement
 U.S. Environmental Protection Agency
 Van Ness Feldman
 Virgin Islands Energy Office
 Virginia Department of Education
 Virginia Department of Mines, Minerals and Energy
 Walmart Foundation
 Washington and Lee University
 Western Kentucky Science Alliance
 W. Plack Carr Company
 Yates Petroleum Corporation